

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #
SA Youth	Bexar County	N/A
Vendor ID #	ESC Region #	DUNS #
1742333088	20	931672992
Mailing address	City	State ZIP Code
P.O. Box 7844	San Antonio	TX 78207-0844

Primary Contact

First name	M.I.	Last name	Title
Cynthia	D	Le Monds	President & CEO
Telephone #	Email address		FAX #
210-223-3131 ext. 212	Cynthia@SanAntonioYouth.org		210-223-3393

Secondary Contact

First name	M.I.	Last name	Title
Linda	D	Cherry	Program Director
Telephone #	Email address		FAX #
210-223-3131	Linda.Cherry@SanAntonioYouth.org		210-223-9939

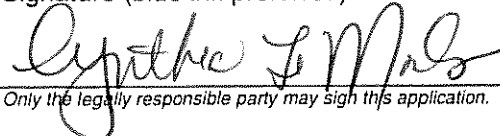
Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Cynthia	D	Le Monds	President & CEO
Telephone #	Email address		FAX #
210-223-3131 ext 212	Cynthia@SanAntonioYouth.org		210-223-9939

Signature (blue ink preferred) _____ Date signed _____



March 28, 2016

Only the legally responsible party may sign this application.

701-16-102-136

Schedule #1—General Information (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 01/01

End date (MM/DD): 12/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

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3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	N/A Schedule is Not Applicable to this Application for Funding N/A	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #		Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #		Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #		Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #		Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #		Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #		Telephone number	Funding amount
	County-District Name		Email address	

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

SA Youth, a 32-year old nonprofit organization, with proven effectiveness in executing effective Out-of-School-Time (OST) programs and 21st Century programs, proposes to deliver a high-quality program at ten (10) 21st Community Learning Center sites across San Antonio, in inner-city pockets of poverty where a myriad of needs and issues present barriers for inner-city youth and their academic success. In San Antonio's most underserved communities, there exists an extraordinary need to create and maintain community learning centers that will provide academic enrichment for our city's most at-risk children and youth, particularly in the three districts with whom we propose collaborating [Edgewood ISD (EISD), South Side ISD (SSISD), and San Antonio ISD (SAISD)]. Services provided will help lower performing schools meet state and local standards in core academic subjects while complementing the students' regular academic programs, effectively aligning the school day with 21st CCLC activities provided.

Community Overview and Need: San Antonio is home to 1.4 million where the poverty rate is 20% (Census Bureau, 2015), and the illiteracy rate is 25% (Literacy San Antonio, 2015). In 2015, 31% of San Antonio children lived in poverty; 12,400 (13%) of the city's teens ages 16 to 19 were not in school or in the workforce; 148,000 (44%) of San Antonio children are in single-parent families (Kids Count, 2015). Poverty rates for people under 18 years in the school districts proposed to be served include: SAISD at 40%, SSISD at 35%, and EISD at 49% (Proximity One, 2014). This information demonstrates a critical need for additional support for San Antonio children and families. The student populations in the schools targeted to be served by SA Youth are 95% Hispanic, 3% African American, and 94% low-income (Local SA Youth database and PEIMS Data, EISD, SSISD, SAISD, 2016). The graduation rate of the proposed service area is 83%, which is the average of SAISD (78%), SSISD (88%), and EISD (83%), compared to the state's graduation rate of 88% (TEA, Four-Year Longitudinal Graduation and Dropout Rates, Class of 2014). In these districts, the percentage of students considered disadvantage are as follows: San Antonio at 92%, South Side at 78%, and Edgewood ISD at 94% (TEA, 2014-2015 Report Card). These statistics, along with the high poverty rates in our areas, requires community attention and targeted impact. Supports are needed to address issues with lower student performance, lack of access to effective and quality programs, and intergenerational poverty and the correlated effects of these adverse conditions. According to the P16 Council, an estimated 30% of San Antonio's children do not have access to quality programs during the out-of-school time hours and are home alone, caring for siblings, engaging in delinquency or street activities, or these children lack opportunities for further academic assistance and engagement, nutrition, recreation and fitness, and other youth programs. While 19% (935,057) of Texas' K-12 children take care of themselves after school, an estimated 30% are caring for themselves in San Antonio (P16 Council, Excel Beyond the Bell, 2015).

However, research provides 1.5 million kids in Texas would participate in afterschool programs if one were available (Afterschool Alliance, 2015). Children are most likely to be the victim or perpetrator of juvenile crime between the hours of 3 to 6 pm (Fight Crime: Invest in Kids, 2014). This is exasperated in areas targeted, characterized by high crime, delinquency, poverty and other issues that put children at-risk socially, morally, and academically. For instance, in the 78207 area (zip code for Crockett Elementary and Irving Middle Schools), residents are 169% more likely to be victimized by crime in this area than any other area in the country (San Antonio Police Department, 2015). For the student populations targeted, 65% of the children proposed to be served live in single parent households and 82% live in households with an annual income of less than \$15,000 (District Data, 2015). Such circumstances pose challenges to daily decision-making and long-term success for the children living in disruptive and disadvantaged circumstances.

General description of program: Because proposed sites are targeted in high-need, low-income neighborhoods, serving schools with a large percentage of disadvantaged students, SA Youth reaches and serves students most in need of academic assistance. SA Youth coordinates with collaborating schools to identify children with academic and learning needs and those without access to existing services. The proposed program will create and expand OST services that will offer extended learning opportunities for children and their families including a structured dosage of: tutoring and academic enrichment in core subjects; an array of youth development, prevention programs; art, music and literacy services; recreation, nutrition and fitness; and technology, character education and family engagement services—aimed at complementing and aligning with school day programs, reinforcing core academics and extended learning.

Schedule #5—Program Executive Summary (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 1742333088	Amendment # (for amendments only):
Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p>With a focus on critical success factors ensuring academic success, family strengthening, and preparedness for life, college and workforce, the proposed program offers a balanced array of innovative, fun and stimulating services tailored to campus and student needs identified by proposed partners. All services will be free, year round, and will take place Monday-Friday during the year from school dismissal, up to 4 hours a day at each site, up to 20 hours a week. During summer, the SA Youth program will extend 4 more hours a day, for at least 8 hours for 8 to 11 weeks of summer.</p> <p>This intensity is offset by fun-filled engagement, innovation, and student "Voice and Choice," meaning children will be encouraged to choose offerings on "Club Day" Fridays and "thematic" camps during summer. For instance, a child with an artistic interest might choose the artist themed track (Painting, Sketching, Murals, etc.) during summer which would give him or her an opportunity to receive a broad-base of academics and youth development for four hours, and participate in art camp another four hours. A different child might select the musician track and would have four hours of structured and fun music camp activities during summer and "JAM music club" during the school year on Club Day Fridays. <i>Voice and Choice</i> programming gives children ownership of their selections and allows them to reinforce and build interests, talents and skills. Themes offered on Club Day Fridays and during the 21st CCLC Summer Camp include: STEM (including engineering and robotics); Writing & Poetry; Art; Music (choir, instrumental, vocal coaching); Dance; Technology; Architecture/Building (for younger kids, Legos & Blocks); Sports & Fitness; and so forth. Basic skills and academic enrichment are planned central activities. A curriculums council will coordinate thematic learning and lesson plans, supported by leadership from a certified Curriculums Specialist. Four of the sites are at churches or community centers, and the majority are on campuses. Following school release or safe transportation to sites, children will be provided a snack, homework time and tutoring. They will then break into structured groups focused in core academic subjects, offered daily. Other activities include: recreation and fitness; culture, music, art and writing; character development; technology (with a focus on STEM activities); and family engagement activities. A snack and five component meal will be offered through a central kitchen daily (with two meals during summer). All sites will be professionally staffed by a full-time degreed site coordinator, part-time facilitators (targeted college students, AARP and senior volunteers, retired teachers, and school district paraprofessionals), as well as contractors with specialty expertise (such as degreed teachers providing targeted tutoring or core academic lessons (math, science, reading, specialty areas). Center staff will meet regularly with school staff to align services and fill gaps and needs. Site coordinators will meet regularly with principals or school advisors for program input, collaboration, and identifying gaps, which strengthen program execution. Staff will link learning objectives to TEKS and STAAR learning objectives being taught at the campus. Sites will be equipped with computer labs and iPads where children will have access to innovative technology and the latest online STEM and literacy curriculums. Both SPARK and GEOMotion, evidence-based fitness curriculums, will used at sites to reinforce a healthy lifestyle, fitness objectives and to keep children focused and stimulated. Evidenced-based <i>Character Counts</i> curriculum will be used for character clubs, and prevention workshops are planned weekly (fire or police department visit, drug-awareness group, or presentation on eating right from the Food Bank).</p> <p>Alignment of purpose & goals of the RFA: SA Youth will align to the purpose of the RFA by creating community learning centers that provide academic enrichment opportunities for children, specifically for at-risk students who attend primarily low-performing schools with a high concentration of poverty. The SA Youth OST program will provide primary academic and enrichment activities, rigorously preparing children to meet state and local standards in core academic subjects. These will complement the students' learning during school hours. The OST program's extended learning opportunities will: 1) Provide opportunities for academic enrichment, including tutoring to help students meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies; 2) Offer students a broad range of services, programs, and activities, in the areas of youth development, drug- and violence-prevention, character development, art, music, wellness, fitness & recreation, and technology; 3) Offer students' families literacy, family strengthening, fitness & wellness; civic engagement; and other academic development. Goals: In aligning with statewide goals, SA Youth will improve participant outcomes in: academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. Our ultimate goal is to help students meet state and local academic achievement standards and graduate ready for college and workforce.</p> <p>New & expanded services: Seven of the schools targeted have no existing program for children beyond school hours. The rest have a reduced (scaled back) OST program that is offered to a small group of children, and these will be enhanced and expanded to more children as a result of this funding opportunity. Family engagement opportunities will be expanded for all schools and all sites, as none are currently operating these services. These family strengthening activities will be offered with the purpose of strengthening every 21st CLC participant's academic success and outcomes.</p>	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 1742333088			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,243,220	\$0	\$1,243,220
Schedule #8	Professional and Contracted Services (6200)	6200	\$147,500	\$47,500	\$195,000
Schedule #9	Supplies and Materials (6300)	6300	\$248,495	\$0	\$248,495
Schedule #10	Other Operating Costs (6400)	6400	\$70,785	\$4,500	\$75,285
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,710,000	\$52,000	\$1,762,000
Percentage% indirect costs (see note):			N/A	\$38,000	\$38,000
Grand total of budgeted costs (add all entries in each column):			\$1,710,000	\$90,000	\$1,800,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,800,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 1742333088		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher (Site Facilitators, primarily part-time)	51		\$599,250
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$44,000
5 Site coordinator (required)	10		\$310,000
6 Family engagement specialist (required)	1		\$32,000
7 Secretary/administrative assistant			\$
8 Data entry clerk		1	\$13,000
9 Grant accountant/bookkeeper			\$
10 Curriculum specialist	1		\$32,000
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Bus Driver	4		\$43,992
20 Custodian	1		\$22,880
21 Title			\$
22	Subtotal employee costs:		\$1,097,122
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$
25 6121 Support staff extra-duty pay			\$
26 6140 Employee benefits			\$146,098
27 61XX Tuition remission (IHes only)			\$
28	Subtotal substitute, extra-duty, benefits costs		\$146,098
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,243,220

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 1742333088		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$18,000
	Specify purpose: Rent for one site in Edgewood ISD (\$1,500/month)	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$18,000
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Tutors and Instructors (no individual at \$10,000 or more)	\$69,000
2	Gemini Ink (Literacy & Writing Workshops)	\$7,500
3	Besser Education (Science Workshops)	\$5,000
4	Local Evaluator (to be selected following agency procurement procedures)	\$45,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$126,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$50,500
(Sum of lines a, b, and c) Grand total		\$195,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Remaining 6200 includes: consultants and coaches = \$5,000, equipment lease/maintenance (copiers) at \$125/month = \$1,500, building maintenance at \$1,500/site = \$15,000 and for shared space/adjunct sites = \$10,000, Telephone/Internet/Mi-Fi at \$125/month/site + Director = \$16,500, audit fees (not including single audit) = \$2,500 (ADMIN).

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$248,495
Grand total:		\$248,495

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Total not requiring specific approval includes: academic software = \$9,995, general consumable supplies (non-capital) at \$17,750/site = \$177,500, office supplies (non-capital) = \$45,000, supplies for task force and council meetings at \$400/site = \$4,000, and family engagement supplies at \$1,200/site = \$12,000.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$25,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$25,000
Remaining 6400—Other operating costs that do not require specific approval:		\$50,285
Grand total:		\$75,285

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Remaining 6400 includes: in-state and local learning exchanges, conferences, and trainings for grant staff = \$14,300, printing = \$6,325, membership dues = \$350, program insurance = \$20,786 (direct) and \$4,500 (admin), postage = \$424, mileage reimbursement for local travel between sites by grant staff = \$3,600.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 1742333088			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 1500

Category	Number	Percentage	Category	Percentage
African American	105	7%	Attendance rate	94%
Hispanic	1,350	90%	Annual dropout rate (Gr 9-12)	1.7%
White	30	2%	Students taking the ACT and/or SAT	54.4%
Asian	15	1%	Average SAT score (number value, not a percentage)	1298
Economically disadvantaged	1425	95%	Average ACT score (number value, not a percentage)	19.3
Limited English proficient (LEP)	300	20%	Students classified as "at risk" per Texas Education Code §29.081(d)	95%
Disciplinary placements	350	23.33%		

Comments

There is only one high school campus, so the Average SAT and Average ACT score is a reflection of the HS served as proposed in the grant application. According to TEA (2015), Edgewood ISD (EISD) has the lowest attendance rate among all 45 San Antonio / Bexar County school district areas. The average attendance rate for EISD was 93.9% during the 2014 school year. Southside High School, the only high school in the proposal, has a 93% attendance rate. Data for annual dropout rate, students taking ACT/SAT, and SAT/ACT data is for Southside HS only since it is the only HS Campus in the grant proposal.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	DNA	DNA	No degree	DNA	DNA
Hispanic	DNA	DNA	Bachelor's degree	DNA	DNA
White	DNA	DNA	Master's degree	DNA	DNA
Asian	DNA	DNA	Doctorate	DNA	DNA
1-5 years exp.	DNA	DNA	Avg. salary, 1-5 years exp.	DNA	DNA
6-10 years exp.	DNA	DNA	Avg. salary, 6-10 years exp.	DNA	DNA
11-20 years exp.	DNA	DNA	Avg. salary, 11-20 years exp.	DNA	DNA
Over 20 years exp.	DNA	DNA	Avg. salary, over 20 years exp.	DNA	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 1742333088										Amendment # (for amendments only):					
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		145	144	144	144	144	144	200	150	100	60	60	15	15	1465
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit		5	5	5	5	5	5	5							35
TOTAL:		150	149	149	149	149	149	205	150	100	60	60	15	15	1500

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Schedule #13—Needs Assessment

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Preliminary needs assessments have been conducted by reviewing baseline data for campuses and sites and by meeting with schools and officials in preparation for this grant opportunity. Goals, objectives, site locations, programs and services have been aligned with those initial studies, meetings and assessments. In general, a scaled-down version of the following process was used in developing this proposal and program. When notice of funding is provided, SA Youth will conduct a more thorough needs assessment during the month of August 2016 (and each year thereafter, we will update the Needs Assessment) for each campus and site using the **No Child Left Behind (NCLB) Comprehensive Needs Assessment Guide** published by the Texas Education Agency, which provides that a comprehensive needs assessment should follow five steps,

- 1) Review the purpose and outcomes for conducting the needs assessment (in the case of 21st Century, to a) Improve academic performance; b) Improve attendance; c) Improve behavior; d) Improve promotion rates; and e) Increase graduation rates.
- 2) Establish committees (SA Youth will create a Task Force (comprised of students, parents (especially working parents), site staff, and school officials) which will review the needs assessment for each community/campus served) (at least two members from each stakeholder group will take part in the Needs Assessment Task Force for each campus);
- 3) Determine data to be collected and analyzed (in this case, we will be collecting from each campus: a) demographics; b) data on student achievement; c) indicators and soft data around school culture and climate which will be done by survey and focus groups; d) indicators of staff quality, recruitment and retention; e) information on curriculum, instruction and assessment; f) assessment of family and community involvement to include an assessment of the needs of working families through survey and focus groups of working parents; g) data related to the school organization; and h) collection of information regarding available technology.
- 4) Determine the area of priority and summarize and rank needs according to the Task Force recommendations; and
- 5) Connect the dots by connecting the Needs Assessment to the Campus Improvement Plan (finalized by the Site Coordinator and the program director following Task Force recommendations).

SA Youth's initial needs assessment (has been) and the final comprehensive needs assessment (August 2016) will be using the resources in the NCLB Campus Needs Assessment Tools from TEA. In facilitating the process and ensuring buy-in from all stakeholders, SA Youth will be organizing staff and potential Task Force members as a Task Force and assigning categories and areas of focus. From there, the members will be deciding what to measure and report; determining who will be responsible for organizing, developing, and updating the profile; developing a management system for collecting and organizing the data in the profile; be selective about the type and amount of data to collect; staff will then take a baseline assessment of the data available in each area of focus determined by the Task Force members. Following this, the staff will work with the task force to determine what further information is needed and what procedures will be undertaken to collect the data, whether it is research, focus groups, surveys, or hard data collection. The site coordinator will work with the Program Director of the 21st CLC program to write up a final narrative and story to present and illustrate with tables, graphs and charts for sharing within the school community.

Priorities will then be developed with a set of recommendations for effective implementation. New programs, services and activities will be developed or existing services will be enhanced based on the needs assessment done. SA Youth will also share the information at parent meetings and a formal document will be shared with TEA, the school community, all staff and partners, and parents. **Activities will be aligned** according to the resulting recommendations of the Task Force and the published narrative.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	<p>Offer core academic assistance, college, workforce readiness activities; innovative, hands-on educational activities and programs aligned with the schools; provide services in four component areas; educational workshops, computer time and instruction, educational field trips, homework assistance and tutoring offered daily; Literacy and reading clubs offered weekly.</p> <p>Offer family educational support for working families to include: family-based reading and literacy activities; parenting workshops and trainings; family-centered learning workshops; twice a year GED workshops for parents. This will help parents provide more support for their children while also having parents serve as a role model as a "lifelong learner"</p>
2.	Improve Promotion Rates	Early identification, assessment & intervention based on surveys, report cards & data analysis; coordinating with school counselors, teachers, parents & agencies; pre-and post-assessments of student academics and social needs; hands-on learning activities; encouraging attendance; offer nominal incentives; identifying over- age students in 8 th and 9 th grades and forming individualized learning plans and online tools for academic recovery and self-study or guided study in groups or individually.
3.	Improve Attendance	Encourage 80% attendance and participation in all activities; offer innovative technology and cutting edge curriculums; infuse fun; provide thematic clubs and Voice and Choice in programs; offer engaging and hands-on activities, such as club time, music, art, cultural awareness, and educational field trips; Parent orientations & monthly meetings will reinforce parent participation; maximize attendance by publicizing & offering nominal incentives and recognitions for attendance & array of services. Nutrition and wellness programs offered as "draw" and also to increase attendance at sites. When full meals are offered that meet the expectations of children, they are more likely to engage in the full program on a regular basis.
4.	Improve Behavior	Comprehensive Youth Development and Social services offered through critical community partnerships; behavior improvement plans; life skills & counseling; home visits; parent conferences & meetings; student-led Leadership Council; Character Counts! character program and club offerings; prevention speakers; offering a safe, caring environment with low student to adult ratios; providing family orientations and offering parent counseling sessions when behavioral problems arise; connecting with school counselors to identify students in need of behavior improvement to join the program.
5.	Increase Graduation Rates	Encourage re-enrollment each semester; provide college readiness & awareness activities; provide financial literacy activities such as Junior Achievement; assisting with summer job placements for HS students and college and career readiness workshops; Provide early identification & intervention for those at-risk of dropping out; offer individual tutoring; provide goal setting & life skills enrichment workshops especially for middle and high school students.

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Schedule #14—Management Plan

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: bachelor's degree in education or related field, master's preferred; five years' experience in a management role in youth and/or education programs; budget and data experience; bilingual preferred; strong communication, organizational, and technology skills.
2.	Site Coordinator(s)	Qualifications: a bachelor's degree; at least two years' experience with youth or in education; experience with supervising staff, preference for experience in after school setting and with at-risk populations; strong communication, management and computer skills.
3.	Family Engagement Specialist	Qualifications: a bachelor's degree; at least two years' experience working with adult or family programs; familiarity with community organizations and local resources; experience with families with diverse needs; preference for English/Spanish bilingual
4.	Evaluator	Qualifications: proven experience as an evaluator, graduate degree in education or related field, experience with CLC and evaluating federally funded programs; school administrators preferred.
5.	Curriculums Specialist	Qualifications: Texas Teacher's certification required; a bachelor's degree required; at least 3 years' experience teaching and evaluating or planning academic curriculums; preference for experience in after school setting and w/at-risk youth; strong communication, management & computer skills.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance of youth and families	1. Improved grades	9/2016	6/2017
		2. Promotion to next grade level	9/2016	6/2017
		3. 2 nd graders reading on grade level and over- age students achieve increases in recovery course work	9/2016	6/2017
		4. Improved numeracy and literacy skills	9/2016	6/2017
		5. All participants take part in summer learning to prevent "summer slide" of fall/spring learning gains	6/2017	8/2017
2.	Improve Attendance at school and at sites	1. Recruit 80% of participants	8/2016	9/2016
		2. Recruit 100% of participants	8/2016	11/2016
		3. 80% of participants have attended at least 45 days	8/2016	2/2017
		4. Noted gains in school attendance & 30% reduction in truancy	8/2016	2/2017
3.	Improve Behavior at school and at sites	1. 75% of participants take part in Character Counts!	8/2016	6/2017
		2. 80% of participants have attended at least 45 days	8/2016	6/2017
		3. 60% of participants attended 4/5 days year round	8/2016	7/2017
		4. 70% of participants enroll in summer program	5/2017	6/2017
		5. 20% decrease in disciplinary referrals	8/2016	5/2017
4.	Improve Promotion Rates each school year	1. 94% of HS students promoted to next grade	8/2016	5/2017
		2. 96% of all students promoted to next grade	8/2016	5/2017
		3. 60% of participants attended 4/5 days year round	8/2016	5/2017
		4. 80% of participants attend at least 45 days	8/2016	5/2017
		5. 90% of participants complete homework regularly	8/2016	5/2017
5.	Improve Graduation Rates for HS	1. 94% of HS students promoted to next grade	8/2016	5/2017
		2. 96% of all students promoted to next grade	8/2016	5/2017
		3. 90% of participants complete homework regularly	8/2016	5/2017
		4. 30% of participants take part in 1:1 tutoring or academic clubs	8/2016	5/2017

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring is an ongoing process and will be done regularly at several levels to ensure quality, safety and compliance. Monitoring is provided in the classroom by the site coordinator each month (each class); at the site level by the Director and the Evaluator using the NYSAN (NY State Afterschool Network) tool and PRIME checklist; at the site level for safety by the Operations Director (non-grant funded); at the grant level by the VP of programs quarterly. Using a schedule and calendar, having this level of monitoring ensures quality, safety and grant compliance overall. The Director will ensure continuous monitoring of the progress toward goals and objectives and program compliance. Internal monitoring is a key responsibility of the Director and Site Coordinators, well documented using tools developed professionally. SA Youth IT Staff will review data weekly to ensure accuracy and runs TX 21st reports for key staff. Directors review enrollment reports and exception reports on TX 21st to ensure accuracy and timeliness and to ensure we are on track with enrollment and attendance. The Director is expected to monitor sites monthly using a formal quality assessment tool adapted from the field of best practices in quality assurance (the widely adopted NYSAN Quality Assurance Assessment Tool). This tool, adapted as a "Monthly Report Card," is recognized by the US Department of Education as a 21st Century best practice and conforms to TEA and ACE PRIME guidelines. Results are shared with Site Coordinators, stakeholders, and site staff for quality improvement. During this intensive review, the Program Director observes facilitators and Site Coordinators to evaluate performance, give feedback, and recognize achievements. He/she also reviews site binders and data tools in hard copy format to compare to TX 21st data (for checks and balances). Site Coordinators are expected to monitor classrooms and activities monthly and complete an observation form. An Evaluation Team will review the data, monitoring reports, and the Quality Report Card, to assess the overall evaluation and quality, providing recommendations for continuous improvement. The professional Evaluator will serve on this team. The Evaluation Team has an important function in the ongoing program review, quality checks, collection of aggregated data, and quality and timely reporting. The Evaluation Team will make improvements to measurement tools, criteria and reporting. The use of these systems allows us to monitor progress and correct a deficiency as it arises. To that end, the external evaluator will share written notes monthly with the team. This review process ensures grant compliance and implementation of best practices consistently across sites and project-wide.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SA Youth has grown from one tiny rented center run by volunteers to 13 centers across San Antonio, with 180 staff and 400 volunteers. Sustainability beyond the funding period is a goal for all involved in this project and will include various elements: 1) A 5-year targeted fundraising plan was recently developed by the leadership staff and board; 2) Training will be offered to train facilitators who will become experts in their respective enrichment areas and share their practices with others. This will allow the project to create an internal body of after school facilitators, empowering centers to undertake activities that were once contracted to external vendors; 3) SA Youth will increase partnerships each year by 25%, seeking to add at least 4 additional partners in the first year alone. Students will establish relationships with potential funding sources as national and area businesses, city and district governmental agencies and local community, supportive groups; and 4) Finally, material from the Finance Project and the Foundation Center will be used to help individual schools and sites create their own goals, fundraising campaigns and sustainability plans, and will be developed in conjunction with SA Youth's Grants and Development Team. Parents are critical to sustainability and will be asked to serve on a Task Force to help with volunteer recruitment, development of senior resources, and storytelling. Success stories will be shared on social media and in newsletters (without violating privacy rights). During years one and two, sustainability efforts will be focused on developing additional in-kind partnerships, volunteers, and professional development efforts.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Professional Evaluator services and Evaluation Team Meetings	1.	Monthly evaluation team meeting including sharing of best practices, shared recommendations for improvements
		2.	Production of annual written evaluation: summarization of data, metrics & outcomes
		3.	Qualitative and Quantitative evaluation summary and report including official TEA report, External Evaluator report, and Year-End Analysis
2.	Parent, Teacher, and Student Surveys and Focus Groups	1.	Annual collection of Teacher, Parent and Student Surveys to determine program quality, needed improvements, cultural indicators, student and staff climate and culture, parent & student satisfaction, teacher & principal satisfaction
		2.	Annual focus groups to determine program quality, needed improvements, cultural indicators, student and staff climate and culture, parent and student satisfaction, teacher satisfaction, principal satisfaction
3.	Data collection from districts, students and parents	1.	Indicators of grade improvements, promotion rates, homework completion rate, truancy rates, behavioral improvements, disciplinary referrals
		2.	Indicators of prevention metrics, physical fitness metrics and indicators such as BMI and pre and post summaries of healthy decision-making
4.	Data collection on community indicators	1.	Analysis of community indicators including determination of impact on poverty rates, crime rates, overall school performance, graduation rates
		2.	Review of hard statistics among student populations such as pregnancy rates, recidivism rates, truancy, improvement of school climate and school indicators as prioritized in needs assessment and identified priorities

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will be evaluated using various measures through data collection of performance measures, targets and formative evaluation. All activities will be tracked using attendance logs, and then data is entered into TX 21st daily. Grades and student level data is collected every 6 weeks; and analyzed each semester. The external evaluator will be contracted within the first 30 days, and this work starts with reviewing the logic model, goals, activities and definitions of effectiveness and efficiencies. The evaluator will ensure evaluability, implementation and impact, as well as examine objectives and measures to design a comprehensive evaluation outline and system in collaboration with stakeholders at each site. Ongoing student assessments and data collection will provide qualitative feedback and program satisfaction levels; Monitoring will focus on student engagement and quality; Monthly staff reviews will focus on student engagement and learning; Family engagement will be measured through data, tracking, ongoing assessment, sharing of best practices and attendance data, as well as surveys. Grant staff will share results from feedback and monitoring tools. The evaluator will create an Evaluation Process Checklist in August to determine program readiness and progress. The evaluator will work with the team to finalize measurement instruments. The Director and evaluator will visit each site monthly to assess progress, determine quality, review data, and make adjustments. The evaluator will be given monthly data reports to track deliverables and report requirements. Throughout and at the start of Year Two, the evaluator will make recommendations for changes to all data collection instruments, assessment tools, and systems. To ensure a comprehensive quality evaluation is prepared, staff and the evaluation will update tools regularly. Students and parents will be randomly sampled for metrics on various goals. Also, staff and evaluator will conduct focus groups and interviews, and will collect surveys and hard data for all indicators. The evaluator will review TX 21st data to draw findings and conclusions on effectiveness and efficiencies. Each year, the evaluator will issue a report with key findings and recommendations. Surveys and data will be analyzed using TEA grant requirements, measures and program goals.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):
<p>Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>According to the Afterschool Alliance, one of the eight elements of creating a successful out-of-school time program model is the coordination of school-community partnerships and making sure that activities reinforce and complement the regular academic programs of the schools. Through the development process, school and community partner representatives discussed school and district goals and how those benchmarks will be infused into this program's design. Site coordinators will meet regularly with school staff throughout the year to discuss academic outcomes, needs of participating students, safety, lesson plans, and scheduling. Staff involved in the academic programming will meet with traditional school-day staff during collaborative meeting times to discuss academic plans and outcomes for participating students. Core components of the program include: Hands-on academic, social, character, prevention, enrichment, and weekly college-readiness activities. Sessions will be offered at least 45 minutes in music, art, technology, nutrition and wellness, and core academic subjects, using a weekly rotation schedule. Homework assistance and tutoring will be provided daily Monday through Friday. Mentoring will be available and offered through screened and trained volunteers from partners. Clubs, educational field trips aligned with learning objectives, poetry workshops, reading programs, writing workshops, science labs, typing, and special workshops will be provided for all students at least once a week. Activities for adult participants, specifically for participants' families, will include: Parenting Skills classes, weekly family activities, educational services, reading activities, referred social services, nutrition and wellness classes, and parent and family counseling. Twice a year, GED workshops will be provided for parents to serve as an added learning opportunity, strengthen the family unit, and have parents serve as educational role models for youth.</p> <p>Proposed sites are on and off school campuses. For off-campus programming, SA Youth will provide transportation utilizing its existing fleet of school buses and passenger vans. Students will meet in designated areas. Safety protocols will be developed including maintaining current emergency contact, parent information, and medical information. Protocols will be developed at the program's start to ensure systems for safety such as coordination with police patrols and information exchange. "Safe passages" will be afforded in the evening for participants without parental transportation. SA Youth will safely transport the students to their homes at the designated time using an approved schedule. Bus drivers are CDL-certified, and buses are maintained on schedule. All safety regulations will be followed in accordance with state, federal, local and agency policy. The TEA safety review checklist will be performed monthly.</p>	
<p>Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The Project Team will launch a school-wide and community-based campaign. Information in English and Spanish will be circulated through school newsletters, flyers, e-list serves, school-based websites, and automated call systems. Non-public schools and other CBOs will be advised of the potential of 21CCLC and will be included in aspects of the activity planning and implementation if they choose. The program activities at the site will be announced and made available to all members of the school.</p> <p>Since the program will strongly focus on helping students perform at their grade level, Edgewood ISD will identify students with academic gaps, and those students will be given priority access. Parents will be strongly encouraged to enroll those students in the program. For general recruitment, program partners will widely advertise services at the school campuses and throughout the community. We will disseminate information about each center through participating schools. Leaflets and flyers will be sent home in backpacks at least twice each semester. Information in English and Spanish will be maintained in the school offices. Large print posters will be hung at the campuses. Site Coordinators will attend PTA/PTO meetings to inform parents about the program at least monthly. Our websites will offer information about the services available, including locations. We will distribute English and Spanish recruitment cards to the schools which will be provided to parents at least twice a semester. We will issue media public service announcements and will engage in a strong public relations effort to fully promote the program. We will regularly post information on various community portals and send out regular email blasts to different constituencies. Special open house ceremonies and parent informational sessions will be held regularly at participating sites, centers and other community centers nearby for interested parents and students.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Youth in under-performing schools need additional learning time to increase their chance for educational and interpersonal success. This program provides an expanded learning time, offering youth, families, and communities comprehensive support with engaging, rigorous curricula and opportunities for participation in youth development activities, which facilitate the academic and socio-emotional development. All identified schools need opportunities for their students to engage in safe, positive alternatives to the street. Funding is proposed to provide students and their caretakers with a comprehensive set of services tailored to their needs. The target students at the identified schools are in dire need of expanded time for academic support after school and during the summer. As such, certified teachers from each school will offer academic enrichment, test prep, tutoring, homework help, literacy activities, and STEM-based activities that will ensure students are given choice and their interest will be maintained to ensure regular attendance and commitment to the program. Activities are designed to improve academic achievement by offering direct educational activities that support youth development and enrichment, which drive academic achievement. Offering services that complement the school day in a fun and innovative way will allow for opportunities to strengthen academic outcomes. Because programs and services will be aligned with the school calendar, STAAR objectives, and activities that promote learning in core subjects, academic achievement will be impacted positively. Rigorous tutoring and daily homework assistance will be provided. Students will be engaged in fun, hands-on activities in core academic subjects and a supportive environment with tutors and mentors. They will be encouraged to attend often, thus improving their chances of success. By using tested, evidence-based curriculums, we will increase the likelihood of school success. Innovative programs help staff plan and implement activities that engage students by focusing on students' individual needs, specifically in Math and Reading. Hands-on curriculums allow the students to interact with one another while discovering new concepts in Math, Reading, Language Arts, Social Studies, and Science. Programs, such as Flocabulary (students write and perform their own academic hip-hop songs) and STEMfinity's Robotics program (project-based robotics activities aligned with STAAR objectives), support learning through fun and original instruction.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To maximize this funding, the program partners have leveraged other resources, including Child Nutrition funds to provide student snacks and meals, and local funds to help underwrite administrative and other (restricted) programmatic functions, in-kind resources that include private nonprofits that provide in-kind services such as mentoring, social services, snacks, nutrition and awareness programs and other supportive and youth development activities. The schools are committing space and utilities.

Gemini Ink, a local nonprofit organization dedicated to nurturing writers and readers while building community through literature and the related arts, will contract to provide creative writing/poetry classes and family open mic and poetry events. Gemini Ink will also work with students and staff to produce and publish program anthologies. Also, as a prior grantee, we have developed financial systems, relationships and structures that minimize the costs of implementing Cycle 9 funding by lessening the learning curve and preparation time needed to implement programs. Free online tools such as www.thinkfinity.org, webinars, the After School Alliance, the Excel Beyond the Bell SA coalition will also be used to maximize resources. Using combined federal, state, local and private resources are vital to providing a holistic program, meeting the needs of students from campuses in low-income neighborhoods.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- 1) Activities based on measures designed to increase high-quality academic enrichment opportunities: The activities proposed to be offered in this proposal meet the principles of effectiveness as established by the *US Department of Education* by using assessments of objective data on the before- and after-school programs and activities in our community at the campuses identified. Each activity is designed to conform to a set of measurable goals and objectives to meet them.
- 2) References to evidence-based research: The program integrates scientifically-based research from proven programs that provides evidence that a program or activity has met or will help meet academic achievement goals and standards. Supplemental academic programs such as tutoring and positive youth development programs such as mentoring and leadership development are key aspects of this holistic program that strives to increase the 40 development assets in our youth. The asset approach is a research-driven, proven strategy developed by the Search Institute that works! Kids who are part of asset-building programs like SA Youth do better in school, have a better outlook in life, and are better adjusted socially. Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared with similar students who do not receive tutoring from a high-quality tutoring program. Innovative and fun programs and curriculums used, including Mind Mania, SPARK PE, GEOMotion, Kids College are research-tested and proven effective as best practices in the field.
- 3) Summary of plan to collect local data for continuous assessment and evaluation: Principles of effectiveness are further ensured through the use of a widely recognized quality assessment tool that is used by practitioners nationally. The interventions used are tested and based on scientific research that gives evidence and promise of success. By embracing a standard model grounded in research that school-community partnerships increase success, students are more likely to meet state and local academic achievement standards. The evaluation team will meet monthly to review data, assess program and student progress, as well as continually provide feedback and make recommendations for any necessary changes to strengthen objectives and student achievement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

€ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The proposed partnership for the purposes of this project is between SA Youth (a CBO) individually with each of the following districts: Southside ISD (LEA), Edgewood ISD (a LEA), and San Antonio Independent School District (LEA). The partnerships extend to various other CBO organizations that provide additional support and services to the children to be served. SA Youth, as the community based partner, will ensure: 1) content is aligned with TEA standards and district goals, 2) quality, research-based programming and highly qualified facilitators, 3) additional leveraged resources, 4) commitment to being part of the project team and improving the target school communities. SA Youth will be responsible for fingerprinting, management, and training of staff in mandated reporting, classroom management, school safety plans, and evaluation basics. They will also be responsible for the recruitment, daily attendance tracking, ongoing implementation, planning, communication, evaluation of their own after school and summer activities, regular meetings with partners, and completion of all assessment tools.

As fiscal agent, SA Youth will ensure the timeliness of data and reports, budget tracking and invoicing, contracting with the evaluator, leading monthly partnership meetings, and maintaining the Memorandums of Understanding. SA Youth is responsible for academic and enrichment programs at all sites after school and during summer hours, including managing all staff, family engagement activities, and student tracking. The ISDs are responsible for dedicating space, utilities, staffing supports, data sharing, and appointing school and district liaisons to assist with program delivery, implementation, and evaluation. The other CBOs provide services to the student population served by the grant.

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school populations have such diverse needs that at times they may seem overwhelming. However, as noted by the National Center on Time and Learning, additional time during the school day may not fix everything but does allow schools to offer a challenging academic program, while still providing individualized academic supports that address the specific skills and knowledge gaps that can impede students' progress. To this end, SA Youth intends to provide students the opportunity to prepare for standardized tests, perform at grade level, increase literacy levels, get promoted, graduate on time, and be ready for college. The need for this type of support is seen easily by the low percentage of students passing the STARR tests and the low high school graduation rates in San Antonio. Children in San Antonio also need time to participate in activities that stimulate their minds, further their creativity, and inspire them to want to learn. The mix of core content, the focus on literacy and reading level attainment, academic enrichments including STEM programs, provide an extended day of learning and engagement.

Targeted students will receive an additional 200+ hours of academic enrichment and youth development. Also, conflict resolution, character education, and college and career readiness programming will be infused into program throughout the year.

The needs of the city are being met by addressing school deficiencies and a lack of programs during the Out-of-School-Time, the peak period for juvenile crime and delinquency and a period of disengagement for children as well as a lack of support for working parents. The needs of schools and campuses are being met by working collaboratively with the district and schools to identify needs, gaps and opportunities and provide services which address these. The need to address dropout rates (approximately 20% in San Antonio) and illiteracy rates (25% in city) are being met by offering programs that will strengthen academic achievement while also affording greater literacy opportunities for children and families served.

The needs assessments conducted at each school consider reading fluency, literacy, academic performance, and exposure to higher level learning. District leadership believes that nearly all the student population at each of the schools is experiencing some sort of academic and/or behavioral gap necessitating enrollment into the proposed program. Additionally, with 94% in Edgewood, 92% in San Antonio and 78% of the students in SSISD being classified as economically disadvantaged, the program addresses the needs of working families by providing extended hours during most school holidays and during the summer. (In meeting the needs of SSISD, SA Youth will be working collaboratively with the District to target the needs of low-income children and families).

This partnership effort uses an established set of objectives aimed at improving academic performance and student success in school, developing healthy lifestyles, and developing positive values and character. We offer a comprehensive, collaborative, and coordinated approach that is inclusive of all stakeholders. SA Youth will collect, review, report and evaluate data on the mandatory TEA performance measures. We have developed a logic model that connects outputs, outcomes, success indicators, and performance measures with long-term objectives. Our intensive, wrap-around service model addresses the varying needs of students. We measure critical success factors, including active participation in learning, year-round engagement in learning, an increased sense of involvement in school and community through extended learning, the use of assessment data to provide continuous improvement and re-evaluate student services, and implementation of strategies acquired through thorough needs assessment, training and development. We provide long program hours after school, during the holiday breaks and during the long summer months that are extremely accessible to high-risk students and their families, a variety of academic and enrichment programs, and a coordinated service delivery plan for each center based on student, family and campus needs' assessments.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SA Youth is a 501(c)(3) nonprofit organization that has been successfully operating for 32 years. SA Youth is an existing TEA 21st Century provider with proven experience, in partnership with Edgewood ISD, a district in dire need of such services. Because we have the experience in implementing and delivering this program, bringing together partnerships, and the making collaborations work, SA Youth is well-prepared to implement a highly effective Out-of-School-Time program, using best and evidence-based practices, at ten centers in our community that truly need these services.

Each activity is designed to conform to a set of measurable goals and objectives to meet them. The program integrates scientifically-based research from proven programs that provides evidence that a program or activity has met or will help meet academic achievement goals and standards. Supplemental academic programs such as tutoring and positive youth development programs such as mentoring and leadership development are key aspects of this holistic program that strives to increase the 40 development assets in our youth. The asset approach is a research-driven, proven strategy developed by the Search Institute that works. Kids who are part of asset-building programs like SA Youth do better in school, have a better outlook in life, and are better adjusted socially. Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared with similar students who do not receive tutoring from a high-quality tutoring program.

Programs and curriculums used, including Kids College and Mind Mania, are research-tested and proven effective as best practices in the field. Principles of effectiveness are further ensured through the use of a widely recognized quality assessment tool that is used by practitioners nationally. The interventions used are tested and based on scientific research that gives evidence and promise of success. By embracing a standard model grounded in research that school-community partnerships increase success, students are more likely to meet state and local academic achievement standards. Students also participate in a wide variety of activities that promote postsecondary and workforce preparation, including: career day, college visits, college student mentors, and business tours.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SA Youth regularly uses senior volunteers at its existing sites, especially through Senior Resources and AARP. Many of the churches SA Youth partners with have an aging population, so it is therefore conducive to recruiting senior volunteers. Participating churches include: Community Bible Church, Laurel Heights United Methodist Church, St. Mark's Episcopal Church, St. Jude's Catholic Church, and Antioch Baptist Church. Based on the positive history SA Youth has with recruiting senior volunteers from the faith-based community, we will reach out to churches in the areas where the centers are located. In addition, SA Youth employs a full time Volunteer Specialist who regularly attends volunteer resource fairs throughout the year, works with the United Way volunteer program, and posts information at senior community centers to further recruit senior volunteers. This Volunteer Specialist is not paid with 21st Century funds.

SA Youth also has a partnership with AARP (Association of Retired Professionals) that has resulted in recruiting AARP members for a special workforce training program, to assist with our programs and services. SA Youth will continue to engage members from AARP to recruit them to serve all its programs in various capacities as well. SA Youth also has a partnership with RSVP (Retired and Senior Volunteer Program) through Catholic Charities to recruit and enroll senior volunteers for its programs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

€ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

SA Youth started as an all-volunteer organization to now having hundreds of professional staff who coordinate services with more than 2,000 volunteers in our community. Strategies for ensuring sustainability beyond the funding period, a goal for all of the partners involved in this project, will include various elements: 1) A 3-year targeted fundraising plan will be developed by the leadership staff and board; 2) Training will be offered to train facilitators who will become experts in their respective enrichment areas and share their practices with others. This will allow the project to create an internal body of out-of-school-time workers, empowering centers to undertake activities that were once contracted to external vendors; 3) creation of a pilot initiative will be designed to teach students how out-of-school-time programs are funded and develop strategies to sustain 21st Century programs when funding ends. Students will establish relationships with such potential funding sources as national and area businesses, city and district governmental agencies and local community, supportive groups; and 4) Finally, material from the Finance Project and the Foundation Center will be used to help individual schools create their own goals, fundraising campaigns and sustainability plans.

The annual timeline for implementing the sustainability plan includes the following: 1) During years one and two, sustainability efforts will be focused on developing additional in-kind partnerships, volunteers, and professional development efforts. 2) During year three, efforts will be placed on fundraising, grant development, and the development of a long-term fundraising campaign to bring in at least \$180,000 a year per site to maintain activities.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program stakeholders, including parents, community partners, school representatives, families, volunteers, are critical to the success of our program and regular outreach, communication and involvement, which will create an enduring program that is more likely to be sustained over time. To that end, regular communication forums and systems will be established to ensure ongoing feedback, involvement and continuous improvement takes place.

These will include:

- Meeting with school day staff regularly
- Having the Site Coordinator office on the campus
- Having the Site Coordinator attend school day staff meetings
- Involving families in planning activities and asking parents to serve on the Community Advisory Council
- Attending community networking meetings such as Excel Beyond the Bell (our local out of school time network with 40+ members, which was created by SA Youth, SAISD, the City, and the San Antonio Area Foundation in collaboration five years ago), Chamber meetings, Rotary Club meetings, Literacy San Antonio network meetings
- Communicating regularly through written tools and templates developed by ACE and tailored for local programs
- Creating and maintaining a Community Advisory Council that also results in comprehensive strategic planning and execution. The advisory council will be comprised of agencies, businesses, school district partners, volunteers, students and family members.
- Sharing success and evaluation results at meetings and in writing with all stakeholders

Efforts will be documented and maintained in the form of agendas, sign in sheets, flyers and invitations.

Because stakeholder involvement is critical in the execution of a comprehensive program, we will also have stakeholder input on the hiring of key staff for the program. We will further ask our external evaluator to assist in presenting findings to and facilitating discussions with key stakeholders in understanding the data gathered through evaluative efforts. Our goal is to have our stakeholders be involved in many different ways in order to create awareness, evaluate our successes and help sustain the program. They will contribute to these areas in the following ways:

Program Awareness:

- d. Coming to PTA/PTO meetings with us to talk about the program and its impact personally or within the school
- e. Helping to pass out flyers on recruitment days and open house ceremonies
- f. Serving as tour guides at the centers or during open house days
- g. Keeping stocked with information to pass out to interested parties during networking and other opportunities

Evaluating Program Effectiveness:

- h. Members of stakeholders group will participate in surveying
- i. Stakeholders will serve on the Evaluation Team
- j. Stakeholder members will be part of focus groups
- k. Members will be part of the Community Advisory Council
- l. Sustainability:
 - Stakeholders can be part of the Speakers' Bureau to present to PTA/PTO, Lion's Clubs, Kiwanis Clubs, etc.
 - Stakeholders are part of the Community Advisory Council

Stakeholders drive the strategic plan which includes sustainability strategies.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1742333088

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Management Plan: Primary administrative functions will be directly the responsibility of SA Youth as fiscal agent and service implementation will be the responsibility of SA Youth in partnership with the school district. The Project Team will work to provide this project with highly qualified, dedicated individuals who have the success of this program as their primary concern. A full-time Program Director, with experience in education and Out-of-School-Time programs, will oversee all project activities. This person is responsible for ensuring project success, overall fiscal management, and intra-agency and partnership coordination. The Program Director, with the assistance of SA Youth's VP of Programs & Operations, will be in charge of hiring staff and working to coordinate the contract for the evaluator. This person will facilitate monthly Project Team meetings, and routine program meetings. SA Youth's program director will be responsible for management of each of the sites. SA Youth Site Coordinators will be in charge of day-to-day activities at each site, managing the instructional teams and facilitators, scheduling, school-day linkages, and managing communication between school-day instructors, facilities, attendance tracking, safety staff, and sub-contracted providers such as Kids College and Gemini Ink. Site Coordinators are also responsible for working as a team to create an intensive summer camp program 8 to 11 weeks, around 8 hours a day, based on themes and Student Voice and Choice (where children sign up for their unique summer learning experience). Summer programming will consist of various themes and group based learning in areas of focus that might include: art, music, STEM, robotics, sports, architecture, technology and drama, among others.

The evaluator will provide ongoing assessment, creation, administration, and analysis of surveys and focus groups, with particular attention to compliance and grant requirements. The Evaluator will co-facilitate **Evaluation Team** meetings and trainings, submit reports, and adhere to all components of the PRIME assessment. Timely reports to TEA will be compiled by the project team, at the leadership of SA Youth's Program Director. The ISDs will provide district data on school attendance, behavior and academic results on a semester basis. All deadlines will be tracked using an effective calendaring system that will alert key staff in the program at designated times during the year to ensure all TEA deadlines are met satisfactorily. This process is monitored by the Program Director.

Program-level data is tracked through enrollment forms, attendance and activity tracking forms, and sign-in sheets. Assessments will be conducted on-line through Survey Monkey (pre- and post-testing) to determine academic needs and other needs (positive youth development "asset" assessment through the Search Institute). All program-level data is entered into TX 21st by site coordinators which tracks each student's attendance, behavior, participation level, grades, test results and activity levels. Parent permission is obtained at enrollment to also collect student data directly from the school district.

Communication: The Project Team will be comprised of the Principals, Site Coordinators, CBOs, teachers, parents/community volunteers, and students. The Team will hold bi-monthly roundtables to discuss program quality, attendance, school-day linkages, budgets, safety concerns, and status of evaluation goals. The Team will have additional quarterly meetings for the review of the evaluation plans and recommendations, the Monthly Report cards, and data assessment, and creating Common Core based programs. The meetings will be 2 to 3 hours long and co-hosted by the Program Director and Evaluator. Each meeting will focus on one of the quality assurance elements and issues around program fidelity, evaluability, progress, and improvements.

Training and Support: An initial orientation is provided for all staff and partners to train on various program activities, roles, evaluation, etc. Ongoing staff training and support is provided during agency-wide monthly staff trainings and weekly program team meetings. All staff members are required to attend at least 4 hours of staff development and training each month to cover a variety of topics, including safety, monitoring, child abuse prevention, awareness, programs implementation, etc. The program director and site coordinators will provide ongoing training and support to staff at our centers throughout and as needed. Agency leadership will provide support to the director and site coordinators.

Schedule #17—Responses to TEA Program Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 1742333088		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Poplar site		
9 digit campus ID#	N/A (see below)	Distance to Fiscal Agent (Miles)	3.4
Grade Levels to be served (PK-12)	K-8 th Grade		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		150	
Number of Adults (parent/ legal guardians only) to be served:		75	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Crockett Elementary	Irving Middle	
9 digit Campus ID #	015907118	015907049	
District Name (if different)	San Antonio ISD	San Antonio ISD	
Distance to Center	1.6 miles	1.6 miles	
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Vance Jackson site		
9-digit campus ID#	N/A (see below)	Distance to Fiscal Agent (Miles)	7.9
Grade Levels to be served (PK-12)	K-5 th grade		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		150	
Number of Adults (parent/ legal guardians only) to be served:		75	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Arnold Elementary		
9-digit Campus ID #	015907101		
District Name (if different)	San Antonio ISD		
Distance to Center	0.2 miles		

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Changes on this page have been confirmed with:

On this date:

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 **Center Name: Woodlawn site**

9-digit campus ID#	N/A (see below)	Distance to Fiscal Agent (Miles)	2.6
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Grade Levels to be served (PK-12)	K-8 th grade
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved.** Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:	150	
Number of Adults (parent/ legal guardians only) to be served:	75	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Cotton Elementary	Twain Middle		
9-digit Campus ID #	015907117	015907058		
District Name (if different)	San Antonio ISD	San Antonio ISD		
Distance to Center	1.2 miles	0.5 miles		

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 **Center Name: Antioch site**

9-digit campus ID#	N/A (see below)	Distance to Fiscal Agent (Miles)	1.8
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Grade Levels to be served (PK-12)	K-8 th grade
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved.** Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:	150	
Number of Adults (parent/ legal guardians only) to be served:	75	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Antioch Christian Academy	Washington		
9-digit Campus ID #	Private School	015907172		
District Name (if different)	San Antonio ISD	San Antonio ISD		
Distance to Center	0 miles	0.3 miles		

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088 Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 5** **Center Name: Barrera Pkwy site****9-digit campus ID#** N/A (see below) **Distance to Fiscal Agent (Miles)** 8.3**Grade Levels to be served (PK-12)** K-5th grade**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:** 150**Number of Adults (parent/ legal guardians only) to be served:** 75**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Roosevelt Elementary			
9-digit Campus ID #	015905113			
District Name (if different)	Edgewood ISD			
Distance to Center	0.4 miles			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.**Center Number: 6** **Center Name: Matthey site****9-digit campus ID#** 015917041 **Distance to Fiscal Agent (Miles)** 21**Grade Levels to be served (PK-12)** 6-8th grade**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:** 150**Number of Adults (parent/ legal guardians only) to be served:** 75**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Julius Matthey Middle School			
9-digit Campus ID #	015917041			
District Name (if different)	Southside ISD			
Distance to Center	0 miles			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7 **Center Name: Pearce site**

9-digit campus ID#	015917102	Distance to Fiscal Agent (Miles)	20
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Grade Levels to be served (PK-12)	K-6 th grade
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150

Number of Adults (parent/ legal guardians only) to be served:	75
--	----

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Pearce Primary			
9-digit Campus ID #	015917102			
District Name (if different)	Southside ISD			
Distance to Center	0 miles			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8 **Center Name: Gallardo site**

9-digit campus ID#	015917106	Distance to Fiscal Agent (Miles)	15.8
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Grade Levels to be served (PK-12)	K-5 th grade
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150

Number of Adults (parent/ legal guardians only) to be served:	75
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Julian C. Gallardo Elementary School			
9-digit Campus ID #	015917106			
District Name (if different)	Southside ISD			
Distance to Center	0 miles			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9

Center Name: Freedom site

9-digit campus ID#

015917105

Distance to Fiscal Agent (Miles)

19

Grade Levels to be served (PK-12)

K-5th grade

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

150

Number of Adults (parent/ legal guardians only) to be served:

75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Freedom Elementary School			
9-digit Campus ID #	015917105			
District Name (if different)	Southside ISD			
Distance to Center	0 miles			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10

Center Name: Southside High School site

9-digit campus ID#

015917001

Distance to Fiscal Agent (Miles)

20

Grade Levels to be served (PK-12)

9-12th grade

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

150

Number of Adults (parent/ legal guardians only) to be served:

75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Southside High School			
9-digit Campus ID #	015917001			
District Name (if different)	Southside ISD			
Distance to Center	0 miles			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SA Youth will provide access to all youth with intentional outreach and supports focusing on students most in need of academic assistance, who need significant help to promote and graduate. One of our first team meetings will cover recruitment and retention of these students. At this meeting, The Team will invite guidance counselors, COSAs (Coordinators of Student Activities), Parent Coordinators, and school-day teachers to discuss the needs of these students regarding scheduling, academic intervention, and youth development interest.

After the ISDs identify students testing below grade level or at-risk of failure, SA Youth will review each student's academic needs, and targeted students will be given enrollment packets for our program to take back to their parents. Parents will be contacted by the Family Engagement Specialist to participate in coordinated family meetings to learn more about enrollment at each site. Each site coordinator will host a series of open houses and invitations for the parents to learn more and meet one on one with the coordinators to discuss program offerings. In all the ISDs, a large percentage of the student population is low income and at-risk of school failure.

Students in need will be recruited through: multilingual posters and flyers in schools and community locations; outreach and information distribution in lunchrooms and during school events; information sessions at PTA, School Leadership Team and open houses.

Running a stellar program is the first step to retaining students. By offering an enriching program with a variety of student choices, SA Youth has developed a competitive program that meets students' needs and increases the likelihood of retention. However, sometimes a student may stop attending the program. For those students, retention services will include ongoing outreach, emails, letters, and phone calls to absent pupils by program staff. The family engagement specialist will contact non-attending students and families. The site coordinator will also send letters, make phone calls, and work with schools to follow up on attendance. Using data from TX21st, SA Youth will continually monitor and track attendance in our goal to ensure the children are attending at least 80% of the activities at least 80% of the time (or at least 4 days a week).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We propose to run the sites 18 weeks during the fall, 21 weeks during the spring, and at least 8 weeks (but up to 11 weeks) during the summer, for a minimum of 47, and up to 50 weeks. The only breaks taking place will be on one of the formal 10 holidays and two weeks of activity planning time during the end of the spring and the beginning of the fall. We strongly believe that children need extended services year round and would like to offer this program as much as possible but understand that some campuses may not be in the position of allowing us to operate fully year round. Therefore, we will do whatever it takes to provide services to the families and children who need them by offering adjunct sites and off-site extended learning opportunities in compliance with regulations and depending on resources available. Our school year schedule for the fall and spring term will take place after school Monday through Friday starting when the bell rings. At Southside schools, this is 2:45pm for the elementary schools and 4:15pm for the middle and high school. At San Antonio ISD schools, this is 3:20pm for the elementary schools and 4:00p for the middle schools. At Edgewood ISD school, this is 3:15pm. All services run through 7:00pm or 7:15p to allow at least 3 hours of highly structured and engaging programs.

Summer activities will take place a minimum of eight (8) weeks of summer (and up to 11 weeks) depending on the site and the availability of campuses. Our goal is to have the program run as much as possible during the summer so there is no achievement or learning downtime and further to better meet the needs of working families and provide more learning supports for the participating children. Possible consolidation of campuses during the summer would only occur if the building is under construction for any length of time during the summer. We would consolidate to the nearest grant-operating campus or approved adjunct site following TEA requirements. The summer schedule will take place Monday through Friday 8am to 5pm, with one hour reserved for meals (two meal times will be offered each day – breakfast and lunch – through SA Youth's Summer Feeding Program (not 21st Century funded). Summer schedules will be built around theme-based activities and will incorporate student "Voice and Choice." This means the kids will have the opportunity to give input into what camps will take place during the summer and they will get to formulate their summer enrichment and learning around their interests, talents and skills. These may include art, music, dance, theatre, STEM, engineering, robotics, sports, poetry and writing, and more. At least four hours of each day during summer will be dedicated to the Voice and Choice programs offered.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All students will be signed in upon entering our center. The time we receive them will be entered into the sign in column. When the student leaves us the time will be recorded into the sign out column. We will only release the students to those who have been authorized to pick them up by the person registering them into the program. The time recorded in the form will be entered by a staff member and not the party picking them up. If a student leaves without permission, the time will be recorded by the staff member and it should be noted that they left without permission. Further, the family member or the person registering them will be called and then the Program Director will be notified immediately. Sign in and out forms will be kept in a binder at all times in chronological order.

Staff will be appropriately trained and certified in first aid. During emergencies, parents, guardians or other persons authorized by parents or guardians will be contacted in cases of serious injury. We will follow the regular school procedures for closing in cases of emergencies, such as flooded roads, heavy rains, earthquakes, breakdowns in utility services, etc. In the event of a site evacuation, children will be taken to a local emergency center. The location will be posted at sites. Efforts will be made to contact parents should evacuation be necessary. Staff will remain with children until they are picked up by parents or other authorized persons.

The Site Coordinator will ensure facilities are effectively managed and are safe. Site Coordinators will ensure maintenance items are taken care of immediately and should report these to their supervisor if it is beyond their ability to address these items. Site Coordinators will ensure a clean, organized and safe environment at all times. Safety hazards will be addressed immediately. No child will ever be left unmonitored. All staff members are required to attend at least 4 hours of staff development and training each month to cover a variety of topics, including safety, monitoring, child abuse prevention, awareness, programs implementation, etc.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon notice of grant award, more in-depth campus needs assessments and plans made to address specific student needs by site will be conducted. Based on the identified needs, staff will develop and implement specific strategies and activities to meet needs focusing on the Texas ACE Four-Component Activity Guide.

The agency will provide the following free services year-round at all locations to help youth realize their potential and challenge them to develop and achieve their goals:

- Academic Assistance - homework assistance, tutoring, literacy, structured activities in technology (focusing on math and reading)
- Enrichment - character education, culture and art, music, nutrition and physical fitness
- Family and Parental Support Services – parenting skills, financial literacy, ESL, literacy, school relationships
- College and Workforce Readiness – A variety of college readiness activities are planned including trips to and from Café College, visits from college students, college prep activities and visualizations, talks about college readiness, and the creation of a college “roadmap” for each student (how do you get to college?)

In aligning with the school day curriculum and supporting mastery of TEKS, SA Youth anticipates utilization of the following proven curriculum resources:

-Kids College, a computer-based program, allows us to cater to children's individual needs to improve math and reading achievement. It provides a pre-test to determine strengths and gaps and is able to scale up or down by students accordingly in subject areas. Staff receive regular email updates regarding the progress of each child, and staff can print out materials for children to take home to work on, if needed.

-Character Counts, which is a character development curriculum that is guided by the six pillars of character and includes lessons that are aligned with state and national standards.

-SPARK and GEOMotion, both extraordinary and innovative tools for fitness, are used for SA Fit!, which encourages children to be physically active for 45 minutes and helps them develop and maintain acceptable levels of physical fitness.

Students will be grouped by grade levels and will rotate through structured components. Aligned with campus needs and TEA objectives, programs provide: academic improvement and educational activities; enrichment activities; social, character and youth development activities; career and workforce readiness; parent and family involvement; art, music, cultural awareness activities; and health and wellness activities. The entire community will benefit from our program as children are more likely to stay in school and out of trouble.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure each activity is adaptable and meeting academic and developmental needs, SA Youth employs and trains well qualified individuals. The targeted centers will be staffed by a professional full-time site coordinator and several part-time workers who engage children through free, small-group instruction in the following: homework assistance, technology, youth development, recreation, and other enrichment activities. SA Youth has been historically successful in recruiting and securing volunteer tutors, reading buddies and mentors to provide small groups and individual assistance, especially in key academic areas, such as Reading and Math. All volunteers must go through a screening process, including an application, interview, background check, ISD approval, and training prior to working with students at the centers.

Further, the technology-based curriculums that we are proposing to use allow for individual assessment and ways to meet individual needs. Staff receive email updates regarding the progress of each child, and can print out materials for children to take home to work on to improve in the areas identified. Based on these assessments and in working with the schools, we will also be able to determine which students most need individualized assistance from tutors and volunteers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A full-time, forty hour a week Family Engagement Specialist will be hired to facilitate family/parental involvement in the school and provide ongoing, educational programs to immediate family members and parents/legal guardians of enrolled students. Qualifications include: A bachelor's degree in education or related field; at least two years' experience working with adult populations or family programs; strong communication skills; familiarity with community organizations and local resources; flexibility to work evening hours; experience with child development and effective parenting techniques; experience with families with diverse needs; and preference for bilingual person in English and Spanish.

The Family Engagement Specialist for this project will work cooperatively with the teachers at each campus appointed to the District's Parent Involvement Committee to share methods for working with families and site-specific needs.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will help drive recruitment by engaging parents and immediate family members in bi-monthly or monthly parent meetings and other family offerings. The Family Engagement Specialist will coordinate with the Director and Coordinators to recruit families to participate in the program. Based on campus needs assessments, staff will receive information regarding the best methods to recruit families. Staff will coordinate their schedules to attend critical family offerings on campus, including PTA meetings, family activities, etc. Parent orientations and monthly meetings will reinforce parent participation and desired student attendance. These activities will be key to providing communications, establishing relationships, and overall service delivery strategy that will impact recruitment and retention positively.

The Family Engagement Specialist will work with the Site Coordinators to develop a self-assessment of family needs in order to develop ideas for activities and offerings specific to each site. The Family Engagement Specialist will also attend meetings of the School District's Parent Involvement Committee.

Each site will have a Family Information Center in an area easily accessible for family members as they pick up their child(ren). This information center will have program information, announcements, information on upcoming events, suggestion cards for feedback on the program, flyers and information on community resources, and tips for supporting their child(ren)'s information.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities: Family Engagement activities will take place once or twice each month, typically on-site at each of the centers. Activities will be based on assessments at each sites, will promote personal growth and lifetime learning, and will include: workshops on how to support their child in school, parenting skills classes, how to make connections and develop relationships in the school, ESL workshops and class referrals, fitness and nutrition classes, and financial literacy presentations. Activities will be educational related and based on need in collaboration with families. To help develop supportive relationships within families, parents will be encouraged to volunteer at their child(ren)'s program site.

Needs of working families: SA Youth naturally supports the needs of working families by providing educational and enriching activities for children after school and during the summer, so parents are able to work and know that their children are safe and engaged. Family engagement activities to support working families include budgeting/financial literacy presentation, nutrition, fitness and cooking classes, to name a few. Activities will take place after regular business hours (after 5pm) to ensure participation is maximized. The family engagement specialist will request suggestions on topics and activities from parents that are most relevant and helpful for working families.

Engagement with their children's education: SA Youth will host parent workshops on how to support their child(ren) in school, as well as information on how to make connections and develop relationships in the school.

Additional resources: Funds provided by TEA and others will support these activities. Other support for family engagement activities will come from partnership organizations including United Way, Family Service Association, Communities in Schools, and the San Antonio Food Bank. These organizations support the family engagement activities, provide referrals, help with financial assistance and other social services.

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By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1742333088

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 1742333088

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1742333088

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1742333088

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1742333088

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 8		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input checked="" type="checkbox"/> Other method (specify): posting
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 1	Total nonprofit students participating: 10	Total nonprofit teachers participating: 1
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input checked="" type="checkbox"/> How children's needs will be identified		
<input checked="" type="checkbox"/> What services will be offered		
<input checked="" type="checkbox"/> How, where, and by whom the services will be provided		
<input checked="" type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input checked="" type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input checked="" type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input checked="" type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input checked="" type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		
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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 1742333088

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☒ Other (specify): church where both private school and OST site are located**Designated Times**☐ Regular school day☐ Before school day☒ After school day☒ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: Antioch Christian Academy # of students:10 # of teachers:1	Same as schools for site	Same as schools for site	August 29, 2016 July 28, 2017
2	School name: # of students: # of teachers:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date Activity #2 end date
3	School name: # of students: # of teachers:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date Activity #3 end date
4	School name: # of students: # of teachers:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date Activity #4 end date
5	School name: # of students: # of teachers:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: